

**State of Maine  
Department of Education**

**Gifted and Talented Educational Program  
Initial Application  
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov) by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

**1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.

**2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

**104.13 Program Approval: General Principles.** Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

**104.14 (Initial) Program Approval Application.** The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

\*\*\*Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

*All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.*

School administrative unit name:

Auburn School Department

Name and title of person responsible for gifted and talented program:

Shelly Mogul

Phone number:

207-784-6431

Email address:

smogul@auburnschl.edu

**CERTIFICATION:**

The statements made herein are correct to the best of my knowledge and belief.

Katherine Grawdin  
Superintendent Name (printed)

[Signature]  
Superintendent Signature

Date application submitted to Maine DOE for review:

9-18-15

**FOR INFORMATION CONTACT:**

Jennifer Pooler  
Maine Department of Education  
(207) 624-6638

**RETURN BY EMAIL TO:**

GT.DOE@maine.gov

EF-S-206

Revised May 26, 2015

**DUE DATE: September 30, 2015**

Reviewed By:

Lee Worcester

☒ Approval

☐ Approval with concerns

☐ Non-approval

Maine DOE Authorization:

[Signature]

Date of Approval:

10/21/15

## ***Initial Application***

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification.

***Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the formatting of this document.***

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

### **Academic program philosophy:**

The Auburn School Department believes that the educational needs of all learners must be met in order for all students to learn and succeed in a changing world. Teachers and administrators create a consistently safe climate where the needs of advanced learners are recognized and addressed. The fundamental standards-based curriculum is differentiated, accelerated and or modified to meet the unique needs of these learners. Classroom and consulting teachers pursue professional growth opportunities to develop a broad palette of skills and strategies to shape a landscape of gifted education that includes academic, social, physical and emotional components. Teachers and students constantly seek challenge and maintain high expectations in the pursuit of lifelong learning. Students balance their lives and responsibilities to self and community as they explore a variety of interests, opportunities and experiences. The support generated by the collaboration, cooperation and commitment of students, teachers, parents, administrators and the community at large contributes to the success of Auburn's Gifted and Talented Program.

### **Arts program philosophy:**

The Auburn School Department believes that the educational needs of all learners must be met in order for all students to learn and succeed in a changing world. Teachers and administrators create a consistently safe climate where the needs of advanced learners are recognized and addressed. The fundamental standards-based curriculum is differentiated, accelerated and or modified to meet the unique needs of these learners. Classroom specialists and consulting teachers pursue professional growth opportunities to develop a broad palette of skills and strategies to shape a landscape of gifted education that includes the Arts. Teachers and students constantly seek challenge and maintain high expectations in the pursuit of lifelong learning. Students balance their lives and responsibilities to self and community as they explore a variety of interests, opportunities and experiences. The support generated by the collaboration, cooperation and commitment of students, teachers, parents, administrators and the community at large contributes to the success of Auburn's Gifted and Talented Arts Program.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

**Academic program abstract: 2. *Abstract -Academic***  
**Screening, Identification and Services provided K-12.**

K-2

GT consulting teacher model with differentiation in the regular classroom and pullout services for math and language arts. Services are a result of teacher screening, observation and recommendation based on learning characteristics and testing data. Students are not formally identified until grade the fall of grade three.

3-8

GT consulting teacher model with differentiation in the regular classroom and pullout services for students identified as general and specific academic gifted and talented for math and language arts with integration of science and social studies.

9-12

GT consulting model with students identified as general or specific academic gifted and talented participating in accelerated classes, advanced placement courses, honors courses and regional program events, and early college courses. Monitored by GT teacher.

**Arts program abstract:**

***Abstract- Arts***  
**Screening, Identification and Services provided K-12.**

K-3

There is a GT consulting model at this level. The art and music specialists provide differentiation. Services are a result of screening and observation of student ability and achievement by specialists and classroom teachers. The music and art specialists at this grade level offer pullout classes, as schedules allow, for students who show exceptional ability. Students are not formally identified until grade 4.

4-6

GT consulting model with differentiation in the art and music classrooms, pullout services, and various opportunities for enrichment for students identified as gifted and talented arts.

7-8

There is a GT consulting model at this level. Art and music are each offered to the general population for one quarter of a school year over these two years. Students identified as gifted and talented in the arts are provided with differentiation during this period of time and are able to participate in optional performance activities such as district chorus, band, and theater throughout the 7<sup>th</sup> and 8<sup>th</sup> grade school years.

#### 9-12

Differentiation for identified arts students at this level occurs through appropriate coursework and regional programming such as AVEC. Various theater, band and arts opportunities at the local level are also available. Monitored by GT teacher.

### **3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).**

#### **Academics:**

#### **3. Goals, Objectives and Programming - Academics**

##### **A. Academic Goals K-12**

#### K-2

The goal of the GT program at this level is to informally identify students who exhibit ability beyond their peers and provide services to meet their academic needs.

#### 3-12

The goal of the GT program at this level is to identify the top 5% of students as gifted and talented in academics and facilitate learning opportunities that ensure students continue to achieve and perform at the highest levels of proficiency, i.e.: exceeding the standards.

##### **B. Academic Objectives K-12**

#### K-2

Every student at this level is screened for GT. Teachers in grades K-2 provide valuable information through screening checklists and consultation concerning students' achievement and learning characteristics. Data from district-wide assessments is collected and reviewed. All are considered in determining the need for services.

#### 3-12

Every student at this level is screened and considered for gifted and talented identification based on a protocol established in Auburn for identifying gifted

students. Keeping in line with the district vision of student centered learning, the GT program meets the needs of identified students through the creation of Individual Modification Plans (IMP). The GT consulting teachers work with students and teachers in grades 3-12 to identify student goals in the appropriate subject areas. GT teachers monitor and facilitate student learning through consultation, classroom differentiation, pullout services, acceleration, and enrichment opportunities in all appropriate subject areas. GT teachers conduct a yearly review of the IMP every spring. One copy is filed, and one copy is sent to parents.

### **C. Academic Activities**

#### **K-8**

Following the identification of gifted and talented academic students, the GT consulting teachers meet with classroom teachers to share information, review data and plan for identified students who exhibit a need for a differentiated curriculum. This may include various small group pullout classes such as; M2 Math unit, literature studies, analogies study, debate, math problem solving strategies, math competitions, essay writing, the Auburn Book Project, a Civil War study, simulations, and independent research projects that integrate science and social studies. The consulting teacher may recommend or provide materials and strategies for differentiation in the regular classroom and online resources such as ALEKS.

#### **9-12**

A GT consulting teacher monitors and supports identified students who may participate in accelerated classes, advanced placement courses and honors courses. Regional program events, or early college courses provide additional opportunities for identified students.

### **Arts:**

#### ***Goals, Objectives and Programming- Arts***

##### **A. Arts Goals**

#### **K-3**

The goal of the program at the primary level is to informally identify students who exhibit art and music ability beyond their peers and provide services to meet their needs.

#### **4-12**

The goal of the program in grades 4-12 is to identify the top 5% of students as

gifted and talented in the arts and to facilitate learning opportunities that ensure students continue to develop their abilities and perform at the highest levels of proficiency, i.e.: exceeding the standards.

## **B. Arts Objectives**

### **K-3**

Every student at this level is screened for GT. Teachers at this level provide valuable information concerning students' arts abilities. GT teachers consult with art and music specialists about students who exhibit ability beyond their peers in each area of the arts. Differentiation occurs in the arts classrooms based on need.

### **4-12**

At grade 4, students are screened and considered for gifted and talented arts identification based on a protocol established for identifying gifted arts students in Auburn. The GT program helps meet the needs of identified students through the creation of Individual Modification Plans (IMP) for identified arts students. The consulting GT teacher works with art and music teachers in each building to identify goals for identified arts students and documents those goals in an IMP. Arts teachers facilitate student learning at the elementary, middle and high school levels through learning opportunities such as differentiation, acceleration, pullout, enrichment, district and state competitions and festivals, and AVEC.

The GT teacher does a yearly review of the IMP every spring. One copy is filed, and one copy is sent to parents.

## **C. Activities**

### **K-12**

The arts teachers facilitate activities for identified arts students. These may include a specified unit of study in art, independent projects, participation in band or chorus at the school and district levels, participation in a "GT Art Day" or a "GT Music Day" held district-wide, performances, or drama. At the high school, these may include Fine Arts, Concert Band, Chamber Choir, Photography, and Draw and Paint.



4. **Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures.**

***4. Identification Process (Screening, Selection, Placement)***

**General Intellectual Ability**

**K-2**

**Screening and Programming**

All students in grades kindergarten through second grade will be screened at the start of each year on the basis of the following criteria;

Teacher screening information gathered the previous spring includes,

- Academic Achievement –Exceeds- as reported on student progress reports in the areas of math and/or language arts.
- A behavioral checklist score of 16 or higher.
- Teacher recommendation noting that the student's program requires modification in terms of acceleration, differentiation and/or enrichment.
- Exceeds the standard on CPAA, district-wide assessment.

Students exhibiting any of the above criteria will be considered for services. The screening process at this level is informal and focuses on the collection of data to inform programming.

The consulting teacher for gifted and talented will collaborate with classroom teachers to establish goals for the targeted students. Options may include consultation, acceleration, differentiation within the regular classroom and an enrichment pullout program.

**3-12**

**A. Screening**

All students in grades three through eight will be screened at the start of each year on the basis of the following criteria,

Teacher screening information gathered the previous spring includes,

- Academic Achievement –Exceeds- as reported on student progress reports in the areas of math and language arts.
- A behavioral checklist score of 16 or higher.



- Teacher recommendation noting that the student's program requires modification in terms of acceleration, differentiation and/or enrichment.
- Exceeds the standard on STAR, district-wide assessment and the statewide assessment.

Students exhibiting any one of the above criteria will be considered for the selection process and are considered to be in the "target pool".

*\*The GT teacher screens students new to the system as records are transferred and made available for review.*

## **B. Selection/Identification Process**

Students from the target pool are further considered for formal identification as "Gifted and Talented General Academic" at the start of grades 3,5, 7 and 9. In addition to academic and learning characteristic data collected, students in the pool are tested with the Cognitive Abilities Test by the GT consulting teacher. Identification is considered based on the following information,

- Teacher Screening Sheets
  - Teacher recommendation in each academic area of math, language arts, science and social studies
  - Scores achieved from the behavioral checklist
- Academic Performance
  - Grades achieved as reported on student progress reports for math, language arts, science and social studies.
  - Scores from STAR math and reading tests.
  - Performance on statewide assessments.
- Ability Performance
  - Scores from the Cognitive Abilities Test, Verbal and Quantitative subtests.

A selection team comprised of consulting GT teachers, building administrator, guidance counselor, and classroom teacher (s) will review all data and prioritize students who meet the criteria that are unique to the designated specified academic areas. Five percent of these students will be formally identified as gifted and talented in either general or specific academic areas.

The selection team will oversee the annual review of the selection process and will be responsible for feedback and recommendations to ensure the process is

fair and equitable to all students.

### **C. Placement**

Students who meet the criteria of the identification process will be identified as “Gifted and Talented, General Academic or Specific Academic”. The GT teacher will collaborate with the classroom teacher to create an individualized modification plan (IMP) based on the identification. This plan will establish goals for the identified student, note strengths and concerns. It will contain plans for any differentiation of the curriculum as well as enrichment options. These may include services such as consultation, acceleration, pullout classes, use of technology and mentorship programs. The plan will be written each fall. A copy of the IMP is placed in the student’s cum folder. Another copy of the IMP is mailed to parents along with a letter informing them of the identification and a description of the GT program. They will be asked for permission for student participation in the program’s activities. The IMP is reviewed each spring and recommendations for the following year are made based on a student’s achievement of the IMP goals.

#### **\* Academic Aptitude (Specific Academic Identification)**

Identification of “Specific Academic Aptitude” follows the same protocol as General Academic identification, with the exception of the determination of the selection committee that a student shows exceptional ability *in one of the two subject areas of math or reading*.

Students are identified as such when a review of the data shows a clear strength in one academic area. A student performing at a high level in only one of these areas may be identified as “Specific Academic” and provided with services in the targeted content area.

These students will have an IMP in one subject area, receive services in one subject area, and the IMP will be reviewed for completion of goals in the subject area noted.

### **Appeals Process**

#### **K-12**

1. Parents, students or teachers may appeal the identification process by contacting a consulting gifted and talented teacher or a building principal and requesting a Child Study Team Meeting (CST).

2. The review team will hear the appeal in a timely manner.

3. The *first step* of the appeal is a review team will take a wider look at student data and consider information provided by parents, students or teachers. After considering all pertinent data, a decision is rendered by the review team. The result of the appeal is sent in writing to the appropriate party in a timely fashion, delineating the reasons for approval or denial.

4. If the decision is not satisfactory to the parent, student or teacher, *step two* requires the principal of the school to review data and to inform the parties involved in a timely manner of his/her decision.

5. The *final step* of the appeal will be heard by the Superintendent to render a decision.

### **Artistic Ability:**

#### ***4. Identification Process (Screening, Selection, Placement) continued...***

##### **The Arts**

##### **K-3**

The informal screening in the arts at this level will focus on collecting data that will inform programming and help to develop student profiles in the arts. Data may include but is not limited to student work samples, observations by specialists, classroom teachers or parents and checklists such as "*Worksheet for Identifying Children with Artistic/Musical Talent*". The consulting teacher will gather this data with help from the arts specialists. It will be used to plan differentiation for students when appropriate.

##### **4-8**

##### **A. Screening**

Tier One- Arts screening of all students is conducted in grade 4 with a district wide assessment. A pool of students is selected from the screening data by the arts teachers and given further consideration in tier two.

Tier Two- Arts teachers complete worksheets for identifying characteristics of art and music ability for those students in the pool. Throughout the school year, samples of work are collected to form a student portfolio. Art students select several pieces of artwork. Music students record performances.

##### **B. Selection/Identification**

Tier Three- Two separate selection committees, one for art and another for music review student portfolios and performances. The committees are comprised of

people from the community who are familiar with the arts, for example, the director of the Olin Arts Center at Bates, a high school art specialist, local artists or musicians, the GT team leader, and a building administrator. Five percent of the district population at grade 4 is identified based on data and recommendations of the committee.

### **C. Placement**

Students who meet the criteria of the identification process will be identified as "Gifted and Talented Arts". The GT teacher will create an individual modification plan (IMP) based on the identification in coordination with the arts teachers. This plan will establish the goals for the identified student, note strengths and concerns. It will contain plans for any differentiation of the curriculum as well as enrichment options. These may include services such as consultation, acceleration, or pullout classes. A copy of the IMP is placed in the student's cum folder and a copy of the IMP with a letter informing students and parents of identification are mailed in the fall of fifth grade. Parent permission is requested at this time for a student's participation in the program's activities. The IMP is reviewed each spring by the consulting teacher, specialist and student. Recommendations are made for the following school year based on goals achieved by the student.

## **9-12**

### **A. Screening**

Tier One: Screening at this level is based on student performance in art or music that exceeds the standard, student self-referral, parent referral, arts specialist referral or recommendation that a student's program requires acceleration, differentiation or enrichment.

Students who exhibit any one of the above screening criteria will be considered for the selection process and are considered in the target pool for identification.

### **B. Selection**

Tier Two: The selection team at this level may include an administrator, consulting GT teacher, and high school art department teachers. The selection team will review all data and identify a group of 2.5% of students as Gifted and Talented in the Visual Arts and 2.5% of students as Gifted and Talented in Performing Arts.

## **C. Placement**

An individual modification plan (IMP) is developed for students who are identified in the Arts. This plan will establish the goals for the identified student, note strengths and concerns. It will contain plans for any differentiation of the curriculum as well as enrichment options. These may include acceleration, advanced course work, independent study, Honors level courses, performances, and participation in regional programs such as AVEC. The GT teacher, specialists and the student review the IMP each spring. Recommendations are made for the following school year based on the completion of goals.

### **Process for transfer students:**

#### **Transfer Students**

##### **K-12**

Consulting teachers review files for transfer students at the time of their arrival. Student data is reviewed through the screening protocol. Students may be invited to participate in activities appropriate for their level of achievement. Formal identification of students occurs in grades 3,5,7,and 9 and the transfer student will be eligible for identification at that time. To ensure the academic needs are being met for transfer students, the GT staff would review the transfer student's programming. In the meantime, a letter inviting the student to participate in enrichment opportunities may be sent to parents. The student would not necessarily be in the top 5% of a school's given population. They would be screened for identification in the following school year.

### **Exit Procedure:**

#### **Exit of Program**

Once a student is identified as gifted and talented, they will remain so for 2 years until the next grade level when the identification process occurs again (grades 3,5,7,9. The review of the IMP guides the services for an identified student across the two-year span.

In the case that the school or student does not think the student should continue in the program, the teacher or administrator would consult with the GT staff. They would review the IMP and make any necessary changes in the student's plan. This may include taking a break from a pullout class, or making modifications in the classroom. The student would still remain identified as G&T until the next re-identification cycle.

A parent request for a student to not participate would be followed by contact from the GT teacher. Ultimately, if a parent does not want a child to participate, we honor the request. The student still remains identified in our records and the

IMP would reflect the change of program.

**5. Provide a description of the staff development that takes place in order to implement the program(s).**

Staff development: The GT staff meets twice monthly to focus on strategies, techniques and materials that assist instruction of identified students. The staff reviews available data and reflects on programming to determine areas of strength and need for our program and our students. GT staff occasionally present topics of interest to teachers working with high ability students at district workshops. The GT staff shares materials and resources among themselves and with classroom teachers that aid in programming for identified students. In addition to development of the IMP, consulting with classroom teachers occurs throughout the school year in order to support student learning. The staff also participates in district wide professional development conducted in "Professional Learning Cohorts" that meet regularly to share and review data and district initiatives.

Professional development: GT teachers participate in book studies aimed at improving teaching using resource materials such as "Notice and Note", "Teaching Gifted Kids in the Regular Classroom" and "The Book Whisperer". GT teachers attend workshops that provide strategies specific to high ability learners. Some topics include brain studies such as "Sluggish Cognitive Tempo", math support from NCTM, MEGAT, ATMNE and STEM.

**6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.**

The administrator of the program is Shelly Mogul, Auburn's Curriculum Coordinator. The GT Team Leader is Marie Dostie. The team leader oversees the program K-12. She is responsible for overseeing the screening and testing of all students in academics and arts. This includes facilitating the selection committee meetings for the identification of GT academic and arts students. She facilitates bi-monthly GT team meetings, and supports team members as needed. The team leader works with principals in each building to facilitate services for GT identified students. Her duties also include compiling data for state subsidy reports, overseeing the budget, ordering, and facilitating field trips, transportation, and special events. The job description attached. Consulting Teachers: All have GT endorsement.

Marie Dostie K-3 (full time)

Joan Simard 4-6 (full time)

Carolyn Dupee 4-6 (full time)

Michelle DeBlois 7-8 (full time)

Phil Brookhouse 9-12 ( half time)



Indicate the professional staff for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full- Time or Part- Time in GT
Marie Dostie	Yes	Teacher/ team leader	K-3	Full
Joan Simard	Yes	Teacher	4-6	Full
Carolyn Dupee	Yes	Teacher	4-6	Full
Michelle DeBlois	Yes	Teacher	7&8	Full
Phil Brookhouse	Yes	Consulting teacher	9-12	Part-time

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full-Time or Part-Time in GT
None					

**7. Provide a description of the annual program self-evaluation process.**

Evaluation:

Initially, information about the effectiveness of the GT program comes from the review of the IMP for each student in the spring. Specifically, it shows student progress and provides recommendations for the following year. Consulting teachers collect information on student progress and share the results with the team.

Performance data collected across grade levels for all identified students provides an overview of the effectiveness of our program at each grade level. Data is collected from district wide assessments such as CPAA and STAR, as well as statewide assessments such as the Smarter Balanced Assessment for the 2014-15 school year and classroom grades. In addition, data is being recorded longitudinally to show how an identified student is performing across grade levels, including CogAT scores from GT screening. This allows us to see if we are effectively meeting the needs of students over time.



Surveys make up the last section of our program evaluation. Students, parents, teachers and administrators are all invited to provide feedback about our program at the conclusion of each school year. The results are collected and reflected upon by the team.

**8. Provide a description of the costs to be incurred to implement the program(s).**

**Narrative of costs incurred to implement the program :**

Materials for teaching math problem solving such as M2, M3 and Zaccaro books, Problem Solver II, Portland Math meets held during the school day, Continental Math, Math Olympiads, Noetic Math, Math Forum, and other professional resources to support students in the area of math for grades K-8.

Social studies and science are integrated with language arts at the lower grades. Book providing resources for the topic of explorers such as "Morning Girl" "I,Columbus" and "Pedro's Journal" support social studies along with resources about island and lighthouses. Science topics such as ecology, weather, light and space are supported with resource materials such as

Wordly Wise, WordMasters Competition, Spelling Bee, literature books such as "Billy Boy", "Akeelah and the Bee", "The Sign of the Beaver", research support materials for Debate and the Civil War Study, materials for the Auburn Book Project, and professional resources to support language arts, such as "Dialogue, Discussion & Debate:Social Studies", "Public Speaking for Kids", Essay Writing".

Professional books under consideration for study include:

"Expert Approaches to Support Gifted Learners "(CAG/Gosfield), "Differentiating Instruction with Menus, Math" (Westphal), "Reading Nonfiction" (Beers/ Probst).

"Arts Days" are supported with materials and speakers to facilitate the events held at the end of the year for gifted arts students. These events are held during the school day. AVEC supports identified students at the high school.

Transportation costs for GT field trips, math meets, events. All of these trips occur during the school day.

Professional membership in NCTM and MEGAT as well as workshops and conferences to support professional development of GT teachers.

9. For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Marie Dostie	\$71,796.76	
Joan Simard	\$67,844.06	
Carolyn Dupee	\$60,150.92	
Michelle DeBlois	\$59,761.04	
Phil Brookhouse		\$35,148.73
Subtotal	\$259,552.78	\$35,148.73

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
None		
Subtotal		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
GT Arts Days ( Art: David Catrow, Music: Annagret Baier)	\$500	
GT Writers Day Speaker:Rebecca Raye, writer, illustrator.	\$650.00	
Subtotal	\$650.00	

Please list individual product names and costs associated with the district's gifted and talented program(s).

Please See Attached GT Budget Sheet

**A. Educational Materials and Supplies:**

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Subtotal		Subtotal	

**B. Other allowable costs:**

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal		Subtotal	

**C. Student Tuition:**

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal		Subtotal	

**D. Staff Tuition/Professional Development:**

Elementary: Title	Cost	Secondary: Title	Cost
Subtotal		Subtotal	

### Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$259,552.78	\$35,148.73
Auxiliary Staff	-	
Independent Contractors	\$1150.00	
A. Materials & Supplies	\$3,332.00	
B. Other Allowable Costs	\$11,391.00	
C. Student Tuition	-	\$5,000.00
D. Staff Tuition/PD	1,255	
Total	276,680.78	\$40,148.73

Grades	Activity	Materials needed	Code		Total Cost
K-6	Math Problem Solving K-6	Problem solving resources for GT pullout	56100	Kendall Hunt M2 supplies	\$400
K-6	Replacement of soft cover books K-6	Books used for GT reading groups (Billy Boy, Akeelah and the Bee, )	56420		600
K-3	Support for GT Science	Resource books, life cycles, environmental studies,, weather, Atlantic Salmon, flight and space, Explorer books, Pedro's Journal, resources for "Islands and Lighthouses"	56100		250
K-3	Support for GT SS		56100		250
K-3	Wordly Wise	books for gt students K-3	56100	EPS	300
K-4	Problem solver II books	Replacements	56100	creative publications	400
3, 5, 7	Cogat Tests	Replacement tests for levels B,D,F-gt students	56100	Riverside	300
3,4,5,6	Auburn Math Meets for GT	awards, refreshments, transportation for GT	56100-awards	58911-	300
3,4,5,6	Wordmasters	registration, materials for teaching analogies for GT	58100- registration \$215	56100 materials-\$50	265
3,4,5,6	Continental Math	registration, additional certificates and medals for GT	58100- registration \$300	56100 - medals/cert. \$100	400
3,4,5,6	Noetic math	registration for GT	58100		272
3,4,5,6	Math forum	registration for GT	58100		75
4,5,6,	Math Olympiads	registration for GT, certificates, awards	58100 \$396	56100- awards/cert \$100	496
4	Spelling Bee	registration for GT transportation	58100 \$200	56100 - materials \$100	300
5	Civil War Unit	resource materials, transportation, entrance fees for GT	58100-fees \$250		250
5, 6	Portland Math Meets	registration for GT, transportation	58100-registration \$700		700
5,6	Language Arts	subscriptions-Scope magazine	56430		300
5,6	Arts Days	Speakers for GT arts days, music and art. Transportation, Materials	Annagret Baier, Rebekeh Raye, David Catrow	56100-materials \$250	250
6	Debate	resource materials, stop watches, transportation for GT	56100		250
6	Book Project	Paper, awards, celebration refreshments, printing of books, transportation for GT	56100 \$1400	58911-	1500
6	GT Writer's Day	author visit, refreshments, transportation for GT	56100	58911-speakers	750
Professional	MEGAT membership	3 @ 35	58100		105
		<u>Expert Approaches to Support Gifted Learners</u> (CAG/Gosfield), <u>Differentiating Instruction with Menus, Math</u> (Westphal), <u>Reading Nonfiction</u> (Beers/Probst)			
	Professional Books under consideration: conferences	Megat, ATMNE	58100		900
	NCTM membership (1)	One membership for elem and middle school	58100		115
AMS	Portland Math Meets(2)	registration, transportation for GT	58100-070		350
AMS	Instructional Supplies	For GT	56100-070		300
AMS	Math Olympiads-gr 7	registration for GT	58100-070		100
High School	AVEC	registration, transportation	55610-300		5000
		<b>Totals:</b>			<b>\$15,478</b>